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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: secondary school principals' attitudes toward characteristics of an ideal reading program; the effects of rock music on the reading comprehension of eighth grade students; objectives for the teaching of high school reading in the United States from 1918 through 1972; the use of matching models in instructional planning and staff development and its effects on student reading performance; factors that influence capable male ninth grade readers to seek or avoid reading as a leisure-time pursuit; the effects of free reading time in school on junior high school students' recreational reading; junior high school reading laboratories; an individual junior high school reading program; a comparison of two methods of teaching reading to seventh grade students; comparative effects of peer tutoring strategies, individual study, and teacher instruction on secondary students' reading achievement and interpersonal relationships; and effects of tutoring elementary students on secondary students' attitudes and reading achievement. (GW)

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Abstracts of the following dissertations are included in this collection;

Burns, Janice Freeman

A SURVEY OF EXPRESSED ATTITUDES OF SECONDARY PRINCIPALS OF THE STATE OF MICHIGAN TOWARD CHARACTERISTICS OF A THEORETICALLY IDEAL READING PROGRAM

Franklin, James Leo

THE EFFECTS OF ROCK MUSIC ON THE READING COMPREHENSION OF EIGHTH-GRADE STUDENTS

Fulton, Shirley Ann

THE TEACHING OF HIGH SCHOOL READING, 1918-1972: OBJECTIVES AS STATED IN PERIODICAL LITERATURE

Gennari, Patricia Ann

THE USE OF MATCHING MODELS AS AN INSTRUCTIONAL PLANNING AND STAFF DEVELOPMENT STRATEGY AND ITS EFFECTS ON READING PERFORMANCE OF STUDENTS

Lamarre, Gilbert Ovila

AN INVESTIGATION OF THE FACTORS THAT IFLUENCE BOYS IN GRADE NINE WHO ARE CAPABLE READERS TO SEEK OR AVOID READING AS A LEISURE-TIME PURSUIT

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Mys, Donald Paul

AN EVALUATION OF THE JUNIOR HIGH SCHOOL READING LABORATORIES IN THE DEARBORN PUBLIC SCHOOLS

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A STUDY OF AN INDIVIDUALIZED READING PROGRAM FEATURING READING RATE, COMPREHENSION AND VOCABULARY AT THE JUNIOR HIGH SCHOOL LEVEL

Robinson, Sandra Longfellow

A COMPARISON OF THE EFFECTIVENESS OF TWO METHODS OF TEACHING READING TO A SELECTED GROUP OF SEVENTH GRADERS

Rosenbloom, Carol Louise

COMPARATIVE EFFECTS OF PEER TUTORING STRATEGIES, INDIVIDUAL STUDY, AND TEACHER INSTRUCTION ON THE READING ACHIEVEMENT AND INTERPERSONAL RELATIONSHIPS OF SECONDARY SCHOOL STUDENTS

Saunders, Laserik

AN ANALYSIS OF ATTITUDE CHANGES TOWARD SCHOOL, SCHOOL ATTENDANCE, SELF-CONCEPT AND READING OF SECONDARY SCHOOL STUDENTS INVOLVED IN A CROSS-AGE TUTORING EXPERIENCE

A SURVEY OF EXPRESSED ATTITUDES OF SECONDARY PRINCIPALS OF THE STATE OF MICHIGAN TOWARD CHARACTERISTICS OF A THEORETICALLY IDEAL READING PROGRAM

BURNS, Janice Freeman, Ed.D.
Wayne State University, 1977

Major Professor: James Blake

Statement of the Problem

The main purpose of this investigation was to discover the degree to which principals of the state of Michigan are prepared to assume leadership roles in secondary school reading programs.

Procedures

The investigation was designed to collect data, through the use of a Likert-type scale, to compare expressed attitudes of selected reading experts concerning the characteristics of an ideal reading program, and the expressed attitudes of secondary principals concerning those same characteristics (question number one).

For the scale construction, statements regarding the characteristics of an ideal reading program were written on the basis of authoritative opinion expressed in both educational journals and secondary reading texts.

Data were also collected, through the use of a questionnaire, to obtain pertinent information on principals with and without formal training in reading, with and without experience as a principal or assistant principal, and with and without the ability to name professional journals which consistently publish articles about secondary reading (questions two, three, and four).

The scale and questionnaire were sent to 625 secondary principals in the state of Michigan. The same material was also sent to 35 reading experts throughout the country, chosen on the basis of their strong publication record in nationally reputable professional journals and textbooks. Seventy-nine percent of Michigan secondary principals responded to the scale and questionnaire, and 85% of the selected reading experts responded. The data were examined in terms of the degree of congruence among the frequency distributions.

Results

The principal findings of the investigation were: an examination of the frequency distributions revealed the strength of agreement or disagreement was higher among reading experts than among principals for 18 of the 30 scale items. Further examination of the frequency distributions revealed very little difference of response between the subgroups.

Conclusions

The strength of agreement or disagreement was higher among reading experts than among principals for 18 of the scale items. This fact, combined with the possibility the remaining items failed to discriminate because of the theoretical rather than practical nature of the items; items which principals perhaps perceived as irrelevant, leads to further conjecture. This inference, combined with the analysis of the variables, showing over 77% of the principals have had less than two courses in formal reading instruction, and over 74% could not name professional journals which consistently publish articles about secondary reading, suggests the need for principals to be better prepared to assume leadership roles in secondary school reading programs.

Implications

1. The study might be replicated in other populations such as subject-matter teachers or reading specialists. 2. Future researchers might investigate categories other than the five selected by the investigator. There may be a more concise breakdown of major components of a reading program. 3. More concise wording might make the scale items less theoretical and irrelevant, and therefore of a more practical nature to principals. 4. The need to examine objectively current preservice course offerings, as well as the possibility of future courses tailored specifically to the needs of administrators needs to be explored. 5. The effects of utilizing well-trained personnel to coordinate, with the administrator, a relevant inservice reading program should be explored. 6. Future investigators might well take a look at other variables that might influence the attitudes of principals. 7. The potential for effecting change in attitudes toward characteristics of an ideal reading program should be investigated.

Order No. 77-23,951, 178 pages.

THE EFFECTS OF ROCK MUSIC ON THE READING COMPREHENSION OF EIGHTH-GRADE STUDENTS

FRANKLIN, James Leo, Ph.D.
The University of Iowa, 1976

Supervisors: Professor Erwin H. Schneider
Professor Bill Carl F. Snider

This study sought to determine if significant differences occurred in reading comprehension test scores among three groups of eighth-grade students who, while taking a reading comprehension test, either heard high-intensity Rock music, low-intensity Rock music, or no music. In addition, the study sought to compare reading comprehension test scores among the three groups of eighth-grade students after using intelligence level as a covariate, prior reading comprehension test scores as a covariate, and grade-point average as a covariate.

Eight Rock records, selected from a recent Top Thirty list two weeks prior to the actual testing, were recorded on a master tape for use in the main study. The low-intensity, or "soft" listening level, consisted of a predominant level of 74 db with a prevailing range of 69–79 db's, and the high-intensity level, or the "preferred" listening level of the subjects, a predominant level of 85 db with a prevailing range of 80–90 db's.

The fifty-four subjects participating in the main study were tested individually during a twenty-five minute period of time. The subjects were randomly assigned to either a control group, or one of two experimental groups (low-intensity, or high-intensity Rock music). Each subject was administered the Advanced Reading Test, Form F, of the Metropolitan Achievement Test.

Statistical analyses of the data using a standard computer program, consisted of an analysis of variance (F test) of the difference among the group mean scores on the reading comprehension test; an analysis of covariance to eliminate possible differences in intelligence levels, differences in scores on a prior reading comprehension test, or differences in grade-point averages on scores of the reading comprehension test; and a chi-square analysis of questionnaire responses to determine whether responses of the three groups differed significantly.

Although differences in group mean scores on the reading comprehension test were observed, the analysis of variance revealed that no significant differences existed among the group

mean scores at the .05 level of confidence. This result led to the conclusion that neither Rock music, nor the intensity level at which it is presented (at least those levels utilized in this study) will affect significantly the reading comprehension of young people (especially eighth-grade students) who listen to Rock music while engaged in reading or studying activities.

The analysis of covariance also revealed that there were no significant differences among the three groups on the reading comprehension test scores (.05 level of confidence) after separately using intelligence level as a covariate, prior reading comprehension test scores as a covariate, and grade-point average as a covariate.

Finally, while preferential reading and studying trends with Rock music were indicated by the responses of the subjects to the questions on the Questionnaire, chi-square analyses (.05 level of confidence) revealed that the responses of the three groups of subjects did not differ significantly. Therefore, it was concluded that there were no significant differences among the groups with respect to frequency of use of Rock music while studying. Also, there were no significant differences among the groups with respect to whether or not they thought listening to music was helpful while studying. And finally, there were no differences among the groups with respect to whether or not they felt they were able to concentrate equally well while studying with music or without music.

Order No. 77-13,085, 94 pages.

THE TEACHING OF HIGH SCHOOL READING, 1918-1972: OBJECTIVES AS STATED IN PERIODICAL LITERATURE

FULTON, Shirley Ann, Ph.D.
East Texas State University, 1977

Adviser: James B. Wilson

Purpose of the Study: The major purpose of this investigation was to prepare a chronological evolution of objectives for the teaching of high school reading in the United States during the 1918–1972 period, as indicated in selected periodical literature.

Procedure: The years between 1918 and 1972 were divided into six subperiods. The historical research method was utilized, and selected professional journals were examined for articles which contained objectives for the teaching of high school reading. The statements of objectives which were gleaned from the articles were categorized as cognitive, affective, psychomotor, or cultural. Based upon their common areas of concern, these statements of objectives were then sub-classified into seventeen objective types. The obtained data were recorded and tabulated within and across subperiods, according to frequency of occurrence, category, area of authorship, and year.

Findings: The major findings of the study included the following: 1. Authors associated with institutions of higher education were consistently responsible for writing the most articles, with miscellaneous educators accounting for the second highest amount, and secondary educators providing the least. 2. Cognitive objectives were the most commonly found throughout all subperiods, while affective objectives ranked second, psychomotor objectives were third, and cultural objectives received the least attention. 3. The "most important" objectives across subperiods were "comprehension," "word attack," "attitudes and interests," "visual-motor," "interpretive-creative," and "study skills." 4. Within and across subperiods, all groups of authors manifested a high degree of similarity in regard to the "most important" objectives.

Conclusions: Based upon the findings of the study, the following conclusions were made: 1. Higher educators were more prominent in the development of reading objectives for the teaching of high school reading than were secondary or miscellaneous educators. 2. Cognitive objectives probably had the greatest general appeal, perhaps because of the emphasis on skill development. 3. The ultimate aim for reading in the United States appears to be moving toward an increase in literacy. 4. Society's values are indicated in the high school reading curriculum. 5. There was a tendency for individual objectives to overlap from one subperiod to the next, as the "most important" objectives emerged. 6. There was a tendency for all three categories of authors to emphasize the same objectives across the six subperiods. Order No. 77-27,548, 468 pages.

THE USE OF MATCHING MODELS AS AN INSTRUCTIONAL PLANNING AND STAFF DEVELOPMENT STRATEGY AND ITS EFFECTS ON READING PERFORMANCE OF STUDENTS

GENNARI, Patricia Ann, Ed.D.
University of Pittsburgh, 1977

Lewin's conceptualization of Behavior as a function of the Person and the Environment, or B = f(P,E), can be viewed as a paradigm or coordinating system for the study of the interactions between individual students and educational environments. The Behavior-Person-Environment model can provide the structural framework needed to analyze the decision-making strategies used by teachers in the teaching-learning process. The specific focus of this study was concerned with two aspects of the teaching-learning process: (a) instructional decision making, and (b) the role of the teacher.

The Conceptual Level Matching Model, derived from a theory of personality development, was used as a means for establishing hypotheses about expected student outcomes in reading achievement as a result of matching models instruction.

The purpose of this study was to collect, analyze, and evaluate classroom process data resulting from planning activities which emphasize matching models as a decision-making strategy for teachers at varying stages of role acquisition and to formulate specific hypotheses concerning the relationship between instructional planning activities and subsequent student performance in reading.

Teacher decision making was analyzed with regard to the selected concept of role acquisition, i.e., the process associated with a person's functioning in a role over time. Two concepts in role acquisition were featured in this study. The first pertained to expectations and the second pertained to decisions which are made by persons as a result of these changing expectations.

The study consisted of three phases: (a) Orientation-Information, (b) Implementation of Matching Models, and (c) Analysis of Student Outcomes and Evaluation of the Training Model. In Phase 1, an initial description of the Conceptual Level Matching Model was presented to teachers. The training model was initiated as the basis for implementing matching models instruction. Six steps were included: (a) Specifying Objectives, (b) Obtaining Information about Students, (c) Classifying the Students, (d) Translating Characteristics into Teaching Approaches, (e) Providing Appropriate Environments, and (f) Repeating the Cycle. Information relating to each of these steps was presented during staff training sessions.

Phase 2 of the study involved the implementation of the Conceptual Level Matching Model with 76 seventh-grade students. Based on the six-step application process, teachers at varying stages of role acquisition selected one of three decision-making patterns as the basis for implementing matching models. Each team member then received training from staff developers based on the decision-making pattern. Information concerning the types of patterns pursued by individual teachers was collected by staff developers.

During the third and final phase, data obtained from measures of selected student outcomes in reading were analyzed and reported to the team. Based on these results, the training model was evaluated and the relationship between matching models as a decision-making strategy and student outcomes in reading was discussed.

In summary, the study included an analysis of three types of data: (a) student outcome data obtained from student performance on the reading subtests of the Iowa Test of Basic Skills, (b) Classroom Environment Survey assessments which were designed for students to evaluate their environments in terms of nine environmental components, and (c) teacher role acquisition data which included information recorded during observation sessions.

The data compiled and analyzed during this study indicated that the relationship between planning activities which emphasize matching models as a decision-making strategy and subsequently student performance in reading could not be established at this time. The data also suggest that a training program designed to prepare teachers in the matching models concept appears: (a) to increase their flexibility in teaching, and (b) to promote their developmental progression through the four stages of role acquisition.

Order No. 77-21,220, 223 pages.

AN INVESTIGATION OF THE FACTORS THAT INFLUENCE BOYS IN GRADE NINE WHO ARE CAPABLE READERS TO SEEK OR AVOID READING AS A LEISURE-TIME PURSUIT

LAMARRE, Gilbert Ovila, Ed.D.
Boston University School of Education, 1977

Major Professor: Thomas E. Culliton

Purpose

The purpose of the study was to investigate some factors that influence male grade nine capable readers to seek or avoid reading as a leisure-time activity. Further, this study sought to determine relationships between the attitude of the subjects toward reading and leisure-time pursuits. Finally, the leisure activities of the subjects' parents were also studied as possible influential factors in relation to the subjects' leisure-time reading habits.

Design and Procedures

Grade nine above-average readers and their parents living in an upper-middle-class community in Western Massachusetts were the subjects of this study.

The subjects were selected by the California Test of Mental Maturity and The Iowa Tests of Educational Development-Form X-5 Reading Composite scores.

Thomas H. Estes's A Scale to Measure Attitude Toward Reading was then administered to the subjects.

Specific matching questionnaires for the subjects and their parents covered the following leisure activities: leisure-time hours, sports, magazines, radio and phonograph listening, movies, television viewing, musical instruments, and travel.

In addition to the questionnaires, library visits, library books signed out, book logs in English and social studies classes were tallied for correlation between the subjects and their parents.

The subjects who read more than four hours during a week in leisure time were classified as "readers", and the subjects who read four hours or less a week were the "non-readers".

Conclusions

The following conclusions were drawn: 1. The ability to read does not necessarily generate a positive attitude toward reading. 2. Leisure-time capable "readers" and "non-readers" and their respective parents have approximately the same number of leisure hours per week. 3. The parents of "readers" read fewer hours per week than do the parents of "non-readers". Therefore, the parents could not be deemed a major exemplary factor in the study. 4. Television viewing emerged as a major leisure-time consumer for the subjects and their parents. Parents of leisure-time "non-readers" viewed more television per week at a significant coefficient of probability. 5. All subjects were very actively involved in sports. No significant difference in the number of hours spent in organized sports per week was recorded. 6. The parents of leisure-time "non-readers" were more actively involved in sports per week than the parents of the "readers" at a significant level of probability. 7. Hobbies are a significant leisure-time occupation for the "readers" at a .05 level of probability.

Implications for Teaching

Reading as a life-time habit is a realistic objective that should be nurtured by the classroom teacher. Reading needs to be seen as a pleasurable and rewarding experience.

Classroom libraries should foster reading for relaxation. Book clubs, book talks, book sales, bookstore and library visits, and in-class sessions of reading for enjoyment should be encouraged to cultivate a love for reading.

Implications for the Home

The leisure-time activities of youngsters and parents correlate very realistically. Parents do exercise an exemplary role in television viewing. If parents were seen reading as well as televiewing, youngsters might turn to reading more frequently. Availability of appropriate books as well as conversation in the home about books seem to be justifiable suggestions.

Order No. 77-11,367, 117 pages.

THE AMOUNT OF FREE READING DONE BY JUNIOR HIGH SCHOOL STUDENTS AFTER EXPOSURE TO FREE READING TIME IN SCHOOL

MILLSOP, Lillian Arlie, Ed.D.
Indiana University, 1977

Chairperson: Leo Fay

Statement of the Problem

This study was done to determine the changes in the recreational reading of junior high school students when they were given time in school to read materials of their own choice. The main problem was to describe and compare the recreational reading done by Sharon Junior High School students before the initiation and after each nine week segment of the program to

determine what changes had occurred. Two subsidiary problems were to describe and compare the students' attitudes toward reading and books at the initiation and termination of the program and their opinions concerning the program after each nine weeks.

Sources of the Data

Data were obtained on the amount of material read by 656 junior high school students in Sharon, Pennsylvania from the students' responses on the Non-Assigned Reading Records and the Parent Questionnaires (both designed for this study). The data on attitudes were obtained by using the Estes' Scale to Measure Attitudes Toward Reading and the Opinion Scale (designed for this study) was used to obtain student and teacher opinion concerning the program.

Methods and Procedures

The Non-Assigned Reading Records were administered four times during the year, before the program began and after each nine week segment. The number and percentage of students reading each material (books, magazines, newspapers, comic books, TV Guide, record jackets, and other materials) were examined and compared after each testing according to the number of days, items, and minutes read.

The Parent Questionnaires were sent home after 18 and 27 weeks of the program. The returns were examined on the basis of the number and percentage of parents responding to each question.

The Estes' Scales were administered before and after the program. The number and percentage of students in each 10 point interval were examined and compared.

Findings and Conclusions

The major findings and conclusions were: 1. There was an increase in the number of days, items, and minutes the students read each material between the first and fourth testings. 2. The maximum number of days, items, and minutes, or the number of students reading at the maximum, usually increased between the first and fourth testings. These findings indicate that one way to encourage students to do more independent recreational reading would be to allow school time for recreational reading using materials of their choice. 3. The amount of increase was not consistent between testings. Usually there was a small increase between the first and second testings and a larger increase between either the second and third and fourth testings, indicating that a short period of time is not necessarily indicative of the reading students will do when provided recreational reading time in school. 4. There was a sex and/or grade preference for each material. 5. There was a shift toward more positive attitudes toward reading, indicating that one way to improve attitudes toward reading would be to provide recreational reading time in school. 6. The parents felt their children were doing recreational reading at home for almost one hour per day by the end of the year; they were reading books faster than they had previously; and they were spending more time reading during the year of the program. 7. The teachers and the majority of the students felt the program had been successful and should be continued. Order No. 77-27,007, 314 pages.

AN EVALUATION OF THE JUNIOR HIGH SCHOOL READING LABORATORIES IN THE DEARBORN PUBLIC SCHOOLS

MYS, Donald Paul, Ed.D.
Wayne State University, 1976

Major Professor: Donald Marcotte

This study, conducted in the Dearborn Public Schools, Dearborn, Michigan, was designed to determine the effect reading laboratories have upon 1,217 grade nine student achievement and their resultant change of attitude toward reading.

This quasi-experimental program evaluation utilized the statistical analysis of covariance and two-tailed t-test in analyzing reading comprehension gains. Mean score gains were compared for those students who received none, ten weeks, and more than ten weeks of reading laboratory instruction during the 1975–76 school year. Furthermore, the mean score gains were analyzed on the basis of gender, "voluntary" or "required" attendance in the reading laboratories, and reading comprehension achievement levels.

Student views toward reading scores were subject to the statistical analysis of variance and two-tailed t-test. Affective evaluation of 69 selected grade nine students was measured to assess a change in students attitude toward reading.

As a result of the investigation and the statistical analyses of the data four of the twelve null hypotheses were rejected.

Major findings: 1. There was a one year's growth in the mean reading comprehension scores of grade nine students over a one year period. This growth was attained while 417 out of the 1,217 students actually participated in the reading laboratory. 2. There was no significant difference in mean reading comprehension gains between those grade nine students who received no reading laboratory instruction, ten weeks of reading laboratory instruction, more than ten weeks of reading laboratory instruction. 3. After grouping students by level of achievement (as measured by the pretest) there was a significant difference between the mean reading comprehension gains in favor or the students classified as low-achieving as compared to an expected one year's growth. 4. Those average-achieving grade nine students mean reading comprehension gains were not significantly different from the expected one year's growth. 5. The group of students, identified as high-achieving, achieved a significant lack of growth in mean reading comprehension gains. 6. After receiving instruction in the reading laboratory there was no significant difference in students', classified as "voluntary" and "required" in laboratory attendance, mean reading comprehension gains. 7. A difference in gender was not significant when comparing mean reading comprehension gains. 8. Grade nine students had a significantly less positive view toward reading after having participated in a reading laboratory than the norm group. 9. There was a significant difference between the sexes, when the students were measured by the Student Views On Reading instrument, in favor of the female. 10. Student views toward reading mean scores did not significantly differ between those students classified as "voluntary" and those students classified as being "required" to attend the reading laboratory. 11. Grouping on the basis of achievement level of grade nine students did not result in a significant difference in mean views toward reading scores among those who participated in a reading laboratory.

CONCLUSIONS:

Ten weeks of reading laboratory instruction was beneficial for the low-achieving grade nine students. More than ten weeks of reading laboratory instruction did not improve the reading comprehension score of the low-achieving students. Furthermore, high-achieving students should not receive more than ten weeks of reading laboratory instruction.

The scheduling of students into the reading laboratory on either a "voluntary" or "required" basis does not affect reading comprehension gains.

Students who participated in the reading laboratory had a less positive attitude toward reading than those students who did not participate in the reading laboratory.

Order No. 77-9430, 107 pages.

A STUDY OF AN INDIVIDUALIZED READING PROGRAM FEATURING READING RATE, COMPREHENSION AND VOCABULARY AT THE JUNIOR HIGH SCHOOL LEVEL

NELSON, Juanita Eastman, Ed.D.
University of Northern Colorado, 1976

A comparison of individualized instruction versus the traditional basal method of teaching developmental reading to junior high school students was performed. Comparisons of mean gains in reading rate scores, comprehension scores and vocabulary scores were made. The study hypothesized that differences in mean performance gains of the two groups would fail to attain significance at the .05 level.

Ninety-four eighth grade students of the Spring Lake Park, Minnesota school district participated in the study. The students were assigned randomly into two experimental groups each receiving the basal reading instruction program. The experimental format consisted of elements identified by a consensus of literature as characteristic of the individualized instruction approach. Both experimental and control groups were assigned the identical instructor, and were registered for the same developmental reading course as prescribed in the district's junior high school curriculum.

Participants were administered the Gates-MacGinitie Reading Survey Test, Forms 1M, 2M, and 3M prior to and following the treatment period. Differences in pretest/posttest mean gains for each group were analyzed with t-tests for significance of difference between correlated samples. The mean gains of experimental and control groups were compared and analyzed by means of "t" tests for significance of difference between independent samples. The .05 level of significance was adopted for rejection of the null hypotheses.

Findings of the study are presented in two categories: (1) reading gains resulting from individualized and basal reading instruction and (2) comparison of individualized and basal reading program effectiveness.

In each of the three reading performance areas investigated, significant reading gains were experienced by the experimental and control groups of the study. The mean gains for each group exceeded the .01 level of significance. Specific findings included: (1) the strongest gains by both experimental and control group subjects were registered in reading speed and comprehension. This finding was confirmed for all students. (2) Mean grade level gains experienced by the experimental group exceeded one-half year in each reading area following the nine-week treatment period, and exceeded one and one-half years in reading speed. (3) Mean grade level gains of basal group students ranged from one-third year to one year with the strongest performance in reading speed. (4) Experimental group students receiving afternoon instruction registered significantly higher gains in reading comprehension than did the group receiving morning instruction.

No significant difference in reading achievement between the experimental and control groups of the study occurred in any phase of reading instruction. This finding was evident for all student groups. Specific findings included: (1) Although experimental group subjects of the study evidenced greater mean gain than did control group subjects in reading speed and vocabulary, the basal program group evidenced greater mean gain in reading comprehension. (2) Among male students of the study, those receiving individualized instruction generally recorded greater mean gains than did basal program group members. Among female students, basal group members generally recorded greater mean scores than did members of the experimental group.

Drawn from findings of the study, and subject to limitations of the population investigated, two conclusions and related implications are advanced regarding the effectiveness of individualized and basal reading instructional programs. (1) Both the individualized and the basal reading program strategies represent effective methods of raising student academic reading performance. (2) Neither the individualized nor the basal approach to reading instruction is superior to the other in raising the reading level achievement.

With the expectation of relatively equal achievement, therefore, school personnel may responsibly base the selection of reading instructional methodology upon factors of individual teacher and student preference.

Order No. 77-11,078, 115 pages.

A COMPARISON OF THE EFFECTIVENESS OF TWO METHODS OF TEACHING READING TO A SELECTED GROUP OF SEVENTH GRADERS

ROBINSON, Sandra Longfellow, Ph.D.
Duke University, 1976

Supervisor: Anne H. Adams

Teaching students to read is perceived as an important responsibility of the school. Statistics have been collected to demonstrate that students who have completed elementary school are still having difficulty with reading skills. Although the importance of teaching reading in the junior high school has been recognized, few research studies concerning effective program techniques have been conducted.

The purpose of this study was to compare the effectiveness of two methods of teaching reading to a selected group of seventh graders. A total of ninety-six students in two groups participated in reading instructional programs based upon either a commercial program, Plus 4 and Plus 10, or a diagnostically based instructional program, Enrichment of Reading for Adolescents (ERA), written by the investigator.

At the conclusion of the $11\frac{1}{2}$-week instructional period, students in the Commercial Program had a mean gain score on the Stanford Achievement Test – Paragraph Meaning of 0.8 months. The mean gain score of students in the ERA program was 4.5 months. The difference between these mean gain scores was significant to the 0.069 level. In addition, the mean gain score for females in the Commercial Program Group was -0.1 months; females in the ERA program achieved a mean gain score of 5.8 months. The difference between the mean gain scores of females in the Commercial Program and females in the ERA program was statistically significant ($p < 0.05$). Males in both the Commercial Program group and the ERA group exhibited mean gain scores of 3.1 months and there was no statistically significant difference in the mean gain scores.

In regard to these findings, it would appear that females seem to profit more from the diagnostically-based ERA approach than the Commercial Program, Plus 4 and Plus 10. Males seemed to benefit from both methods of reading instruction. For these reasons, teachers need to be knowledgeable concerning the utilization of diagnostic findings in program construction. Reading specialists should receive intensive preparation in these areas. Remedial and/or developmental reading programs based upon diagnostic findings appear to be beneficial and should be considered for inclusion in seventh-grade curriculums.

Order No. 77-11,852, 241 pages.

COMPARATIVE EFFECTS OF PEER TUTORING STRATEGIES, INDIVIDUAL STUDY, AND TEACHER INSTRUCTION ON THE READING ACHIEVEMENT AND INTERPERSONAL RELATIONSHIPS OF SECONDARY SCHOOL STUDENTS

ROSENBLOOM, Carol Louise, Ph.D.
The Catholic University of America, 1977

The purpose of this study was to examine the comparative effects of peer tutoring strategies, individual study, and teacher instruction, on the reading achievement and interpersonal relationships of secondary school students within the setting of their self-contained English classes. The peer tutoring strategies followed a didactic role alternation procedure: students were paired at random in changing peer tutoring relationships, so that each participant was given the opportunity to play the teaching role approximately the same number of times. The effectiveness of a tutor training program based on the principles and techniques of behavioral learning theory was also studied.

Subjects (N=93) were from five tenth grade English classes in a Virginia public high school. One of these classes was randomly designated the control group; within each of the remaining four classes, subjects were randomly assigned to one of four treatments and required to complete a 15 lesson reading improvement program.

Treatment I (Peer Tutoring With Learning Reinforcement Theory Training) used the instructional mode of peer tutoring, after receiving learning reinforcement theory training. Dyads for peer tutoring followed the didactic role alternation procedure. Treatment II (Peer Tutoring Without Learning Reinforcement Theory Training) also used peer tutoring with the didactic role alternation procedure, but no learning reinforcement theory training was given. Treatment III (Individual Study With Teacher Supervision) completed the reading program individually; their English teachers provided supervision. Treatment IV (Group Based Teacher Instruction) received group based teacher instruction.

The Davis Reading Test and a semantic differential were administered on a pre- and posttreatment basis to measure the dependent variables: level of comprehension, speed of comprehension, and interpersonal relationships.

Univariate analyses of variance and covariance, with teacher and class period as blocking variables, were used to test for significant differences between the four treatments with respect to reading achievement and interpersonal relationships. Analyses of variance and covariance were also used to test for significant differences between the four treatments and the control group with respect to their reading achievement and interpersonal relationships. Certain pairwise means were also examined.

Among the four treatments, no significant differences were found for reading achievement or interpersonal relationships. When the four treatments were compared with the control group, the null hypothesis was rejected for the variable, speed of comprehension; no significant differences were found for level of comprehension or interpersonal relationships. Comparison of the control group with each treatment for the variable, speed of comprehension, showed the control group to have developed this skill significantly better than peer tutoring with learning reinforcement theory training and group based teacher instruction.

Although the control group did not receive systematic reading instruction, its course work during the study--independent reading assignments--could be considered a fifth treatment. The fact that the control group worked independently and at their own rate, may also have contributed to their improvement. On informal questionnaires, most subjects noted that they would have preferred self-instruction had they been allowed to choose their instructional mode. In light of this, it appears that independent study has much applicability for the secondary level classroom. While results did not support previous research regarding the effectiveness of peer tutoring, there were indications that this strategy would be more acceptable to secondary school students if pairing relationships were not imposed. The effectiveness of a tutor training program based on learning reinforcement theory was not substantiated.

Further study is warranted on how to constructively utilize students' influence upon each other in the classroom. Clarification is also needed on the effectiveness of a peer tutoring strategy which permits secondary school students to form their own dyads and determine their own role designations.

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AN ANALYSIS OF ATTITUDE CHANGES TOWARD SCHOOL, SCHOOL ATTENDANCE, SELF-CONCEPT AND READING OF SECONDARY SCHOOL STUDENTS INVOLVED IN A CROSS-AGE TUTORING EXPERIENCE

SAUNDERS, Laserik, Ph.D.
United States International University, 1976

Chairman: Vernon E. Anderson

THE PROBLEM. The problem of this study was to determine if tutors who were involved as tutors in a cross-age tutoring program with elementary students over a period of eight weeks would show an attitude change in self-concept, in reading, and toward school when compared to student non-tutors.

METHOD. Subject students and controls were selected from a ninth grade class in a junior high school and from an eleventh and twelfth grade class from a senior high school and were given pretests and posttests of a Semantic Differential instrument over a sixteen-week period from September 20, 1975 through January 30, 1976 in San Diego, California. Attendance data for the subjects and controls were obtained to note changes in the absentee rates for the subject groups and the controls.

An analysis of variance was used to compare attendance data for the study group and the control group over time, and a t test was used to compare results from the Semantic Differential. These were the principal designs used to obtain the findings.

The first hypothesis, which stated that secondary school student tutors who have tutored elementary school tutees for four months demonstrate a higher positive attitude change in self-esteem when compared with secondary school student non-tutors, was not supported by the findings.

The second hypothesis, which stated that secondary school student tutors who have tutored elementary school tutees for four months demonstrate a higher positive attitude change in self-esteem when compared with secondary school student non-tutors, was not supported by the findings.

The third hypothesis, which stated that secondary school student tutors who have tutored elementary school tutees for four months demonstrate a high positive attitude change in feelings about school when compared with secondary school student non-tutors, was not supported by the findings.

The fourth hypothesis stated that secondary school student tutors are more regular in school attendance than non-tutor students over a school semester extending from September, 1975, through January, 1976. The findings could not support nor reject the hypothesis, as the subject students did not show significant gains when compared to the controls, but had significantly better attendance rates than the controls.

RESULTS. 1. Student tutors from the senior high school and the junior high school showed no significant changes in attitude toward reading, toward self, and toward school. 2. Student tutors from the junior high school and the senior high school showed no significant changes in attendance when compared to non-tutors. 3. Junior high school tutors had better attendance rates when compared to non-tutors. 4. The student tutors showed no decrease in attitudes toward reading, toward self, and toward school. 5. The tutors, showed a high regard toward reading, toward self, and toward school on the pretest and posttest.

CONCLUSIONS. An examination of the problem of this study and the findings lead to the following conclusions: 1. The cross-age tutoring programs at Wilson Junior High School and at Lincoln Senior High School were not successful in significantly changing tutor attitudes toward reading, toward self, and toward school, and did not have a positive effect on decreasing the number of days absent for the tutors. 2. The cross-age tutoring programs at Lincoln Senior High School and Wilson Junior High School had an overall positive effect on the tutors' attendance. 3. It can be concluded through implication that the cross-age tutoring programs had an effect on maintaining a positive attitude toward reading, toward self, and toward school.

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